



**Flying
High
Partnership**



**The
Flying High
Academy**
♦ *Ladybrook* ♦

The Flying High Academy Ladybrook

English as an Additional Language (EAL) Policy

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Date Policy to be Reviewed	September 2026

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This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their educational and social potential.

Mission and Ethos

At The Flying High Academy Ladybrook, we are committed to providing an excellent education rooted in high expectations and our core value of Care. We believe that every child has the right to feel known, valued and empowered to thrive within a safe and inclusive environment.

As a school at the heart of our Mansfield community, we recognise that our pupils and families come from a range of backgrounds and experiences. We understand that a strong sense of belonging is fundamental to academic success, wellbeing and personal development. Children cannot flourish unless they feel secure, understood and represented within their learning environment.

Belonging is a deliberate and embedded thread within our curriculum, culture and wider school life. We actively promote diversity, equity and inclusion, ensuring that pupils see themselves reflected positively within the curriculum and school community. Multilingualism is recognised as a strength and an asset.

For pupils learning English as an Additional Language, we value and respect home languages, cultures and identities. We acknowledge that language is closely linked to identity, self esteem and confidence. Our approach ensures that pupils are supported to acquire English while maintaining pride in their linguistic and cultural heritage. Through our commitment to Care, we foster an environment where differences are celebrated, individual strengths are recognised and every pupil is supported to achieve their full potential. Our aim is that all pupils, including those with English as an Additional Language, feel a deep sense of belonging and are empowered to succeed both academically and socially.

Aims of Policy

This policy aims to outline The Flying High Academy Ladybrook's commitment to meeting the needs of pupils who have English as an Additional Language (EAL). It sets out our approach to ensuring that all pupils are supported effectively through high-quality planning, organisation, teaching, assessment and the strategic use of resources.

The policy seeks to:

- Raise awareness of the school's statutory and professional responsibilities in relation to pupils with EAL.
- Provide clear guidance for staff on inclusive classroom practice and adaptive teaching.
- Ensure that language development is embedded across the curriculum and aligned with the school's high expectations for all learners.
- Promote a consistent approach to identification, assessment and monitoring of EAL pupils to ensure strong progress and attainment.

- Support staff in using appropriate strategies and resources to remove language-related barriers to learning.
- Celebrate and value multilingualism as an asset within our diverse Ladybrook community.

At The Flying High Academy Ladybrook, we recognise that language is fundamental to learning, participation and belonging. Our approach reflects our core value of Care and our commitment to ensuring that every pupil feels known, supported and empowered to succeed.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) in order to raise pupil achievement.

EAL Leadership

At The Flying High Academy Ladybrook, responsibility for EAL provision sits within a clearly defined and collaborative leadership structure.

Strategic oversight is led by Kerry Chadburn, Headteacher, ensuring that provision for pupils with English as an Additional Language remains aligned with whole-school priorities, inclusion and school improvement planning.

Operational leadership is shared between Kerry Chadburn, Laura Newton and Lauren Gray. This shared approach ensures that EAL remains a visible and ongoing priority across the school.

Laura Newton, Pastoral Lead and SEND Assistant, supports pupils' wellbeing, family engagement and the removal of wider barriers to learning, recognising that language development is closely linked to emotional security and belonging.

Lauren Gray, Reading Champion, leads on early language development, reading fluency and vocabulary acquisition, ensuring that EAL pupils develop strong foundations in oracy, reading and comprehension.

Together, the leadership team monitors the identification, progress and attainment of pupils with EAL. Regular review of data, classroom practice and targeted provision ensures that pupils are supported effectively and challenged appropriately to reach their full academic potential.

EAL provision is embedded within the school's wider commitment to Care, inclusion and high-quality teaching for all pupils.

Context of school

At The Flying High Academy Ladybrook, we currently have 82 pupils who speak a language other than, or in addition to, English. Our school community reflects significant linguistic diversity, with 22 distinct home languages represented.

Some languages, such as Polish and Romanian (including Moldavian or Moldovan), are spoken by larger groups of pupils. Other languages, including Albanian (Shqip), Bengali, Greek, Pahari, Russian, Sinhala, Twi and Ukrainian, may be represented by a single child. Regardless of prevalence, we are committed to ensuring that every home language is recognised, respected and valued equally.

We understand that a pupil's first language is closely connected to identity, culture, self esteem and belonging. As part of our curriculum principle of Belonging, we actively promote the visibility of multilingualism across school life. This includes using a range of representative languages when taking the register, practising greetings and counting in different languages, and embedding cultural and linguistic diversity within our curriculum.

By celebrating multilingualism as a strength, we foster pride in pupils' linguistic heritage while ensuring they are fully supported to develop proficiency in English. This enables all pupils to access the curriculum, participate confidently in school life and achieve their full academic potential.

Key Principles of additional language acquisition

- Pupils with English as an Additional Language are entitled to full access to the National Curriculum. All teachers share responsibility for developing pupils' English language proficiency alongside subject-specific knowledge and skills.
- Appropriate language resources are available to support pupils, particularly in the most commonly spoken home languages within the school. These include dual-language texts, resources accessed through ELS, structured early English acquisition materials and the use of Polylingo, which provides access to high-quality texts in a wide range of home languages to support comprehension, vocabulary development and parental engagement.
- Teaching staff, support staff and peers play a vital role in modelling accurate and purposeful language. A strong buddy system supports new arrivals and pupils at the early stages of English acquisition. Where appropriate, pupils are encouraged to connect with peers who share their home language to promote confidence and



belonging.

- The language demands of learning tasks are carefully identified during planning. Where the linguistic demand of a task exceeds a pupil's current level of English proficiency, additional scaffolding and adaptation are provided. Key vocabulary is identified in advance through curriculum planning and pre-teaching sessions are used to introduce and rehearse new language. Teachers routinely use dual coding strategies to link words and images, supporting comprehension and retention. Visual supports are embedded within classroom environments and displays.
- Language develops most effectively when used in purposeful and meaningful contexts across the curriculum. Teachers make meaning explicit through modelling, repetition, structured talk opportunities and visual support, including the use of widgets where appropriate.
- Language is central to identity and belonging. The home languages of pupils and staff are recognised and valued within the school environment. Pupils are encouraged to maintain pride in their home language, and opportunities are created for children to share words and phrases with peers. Multilingualism is viewed as an asset and a strength within our Ladybrook community.
- While many pupils acquire conversational fluency in English relatively quickly, the development of academic language proficiency is more complex and can take up to ten years. Continued support and high expectations are therefore essential.
- A clear distinction is maintained between English as an Additional Language and Special Educational Needs. Language acquisition needs are not assumed to indicate learning difficulties. Careful assessment ensures that appropriate provision is made and that needs are accurately identified.

Introduction to School

When enrolling at The Flying High Academy Ladybrook, parents and carers contact the school office, where they are provided with the necessary admission documentation. As part of this process, initial information regarding the child's language background and level of English proficiency is gathered.

The office team notifies the class teacher and the EAL lead so that an introductory meeting can be arranged promptly.

During the induction process, the child will:

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- Be introduced to their class teacher.
- Be introduced to their class and assigned a peer buddy to support early integration.
- Be given a tour of the school to promote familiarity and belonging.

During this meeting, detailed background information is gathered to form a holistic profile of the child. This includes, but is not limited to:

- First language and any additional languages spoken
- Level of proficiency in English
- Previous educational experience and country of origin
- Religion and relevant cultural customs
- Literacy skills in home language(s)

This information supports staff in planning appropriate provision and ensuring early barriers to learning are identified and addressed.

Where appropriate, teachers may also complete a simple baseline activity, such as a “Draw a Person” task. Pupils are invited to label body parts using any languages they know. This activity provides an informal insight into language knowledge, confidence and literacy skills across languages.

Information gathered during the admission process informs initial classroom strategies, targeted support where required and ongoing assessment of progress.

Assessment

When new EAL pupils join the school, they will be assessed by their teacher in the following areas; ‘Listening and Understanding’, ‘Speaking’, ‘Reading’ and ‘Writing’. Based on the outcome of these assessments’ children may be given further support in their acquisition of English from our designated EAL teacher. Children will then be banded into one of 5 groups using the Bell Foundation Assessment tool (see link below)

[Levels of Proficiency in English - The Bell Foundation \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk)

- A) New to English
- B) Early acquisition
- C) Developing Competence
- D) Competent
- E) Fluent

New to English learners should be given:

- *Opportunities to be silent and to listen*



- *Time to show their thinking in non-verbal ways*
 - *Opportunities to talk with children who model good spoken English*
 - *Opportunities to use their first language as a language for thinking (through translation apps)*
 - *Explicit teaching of phonics*
 - *Closed questions to embed new learning*
 - *Opportunities to take part in pre-teaching sessions*
- Consideration and sensitivity will be given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
 - Each EAL child's progress will be closely monitored throughout the school year by the EAL coordinator in school. This is to ensure children are making sufficient progress and further intervention will be actioned as necessary.

Planning, Monitoring and Evaluation

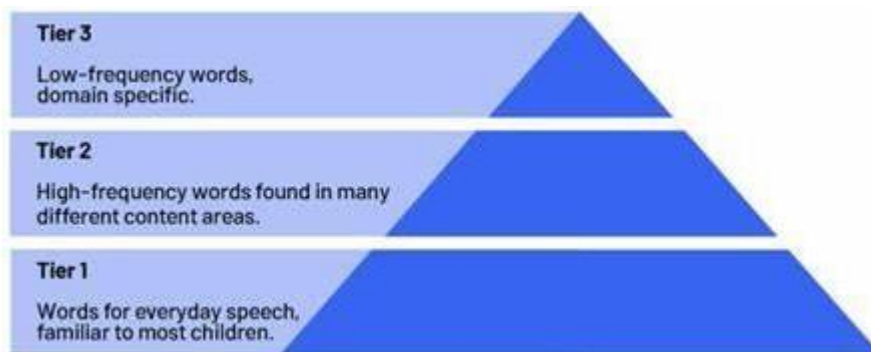
- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives, scaffolds are provided so that all children can access the curriculum.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. topic-specific vocabulary are identified and are displayed in the classroom.
- Enhanced opportunities are provided for speaking and listening, and use made of drama techniques and role play in a positive and safe environment.

- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
 - Additional verbal support is provided, e.g. repetition, modelling, peer support.
 - Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
 - The classroom has an engaging and open learning environment in which risk-taking is positively encouraged.
 - Where possible, learning progression moves from the concrete to the abstract.
 - Discussion is provided before, during and after reading and writing activities.
 - Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

At the planning stage, tiered vocabulary is taken into account, ensuring that functional language is given prominence to allow children to grasp fundamental concepts.



English as an Additional Language and the Curriculum

At The Flying High Academy Ladybrook, we provide all pupils with a broad, balanced and ambitious curriculum. Pupils with English as an Additional Language are entitled to full access to this curriculum. EAL is not viewed as a limitation, but where language presents a barrier to learning, teaching is carefully adapted to ensure access, participation and progress.

High-quality first teaching remains the foundation of provision. Where EAL is identified as a barrier, scaffolding, modelling and structured support are planned deliberately to enable pupils to engage with subject content while simultaneously developing academic language.

Curriculum subject maps clearly identify the key concepts, vocabulary and knowledge that pupils are expected to learn. Where prior knowledge may reasonably be assumed for some pupils but not others, this is considered within planning. For example, in History, key knowledge of British history, culture and chronology underpins learning. Staff recognise that some EAL pupils, particularly those new to the country, may have limited prior exposure to this content. In these cases, pre-teaching, visual timelines, contextual explanations and vocabulary support are used to build understanding.

Across all subjects:

- Key vocabulary is identified in advance and explicitly taught.
- Language structures and subject-specific terminology are modelled and rehearsed.
- Visual supports, dual coding and structured talk opportunities are embedded.
- Teachers check understanding regularly and do not assume comprehension.

Our approach ensures that pupils are not disadvantaged by language acquisition needs and are supported to develop both subject knowledge and academic language concurrently. Through adaptive teaching and high expectations, EAL pupils are enabled to achieve in line with their peers and fulfil their potential.

Special Educational Needs and those working at 'Greater Depth'

- The majority of pupils with English as an Additional Language who require additional support do not have Special Educational Needs. Language acquisition needs are carefully distinguished from learning difficulties.
- Where a Special Educational Need is identified, pupils with EAL have equal access to the school's SEND provision. Assessment processes are thorough and take account of language proficiency to ensure that needs are accurately identified and appropriately supported.
- Pupils with EAL who are identified as working at greater depth are equally entitled to stretch and challenge. They have full access to the school's provision for higher attainers and are supported to achieve high levels of attainment across the curriculum.
- At The Flying High Academy Ladybrook, expectations for pupils with EAL remain consistently high. Language acquisition is not viewed as a ceiling on achievement but as part of a pupil's learning journey.



Parental/Community Involvement

At The Flying High Academy Ladybrook, we recognise that strong partnerships with families and the wider community are essential to supporting pupils with English as an Additional Language. We are committed to fostering meaningful relationships built on trust, respect and mutual understanding.

Staff promote parental and community involvement by:

- Providing a welcoming induction process and personalised tours of the school for newly arrived pupils and their families.
- Gathering information about pupils' linguistic, cultural and religious backgrounds to ensure respectful and informed practice.
- Recognising and encouraging the continued use of first languages within the home and school environment.
- Providing new families with community Welcome Booklets to support their understanding of the local area and available services.
- Translating school communications into home languages where appropriate and necessary.
- Arranging access to interpreters to support clear communication between home and school when required.
- Supporting parents to understand how they can help their children at home, particularly through regular reading, talk and the reinforcement of new vocabulary and concepts.
- Celebrating and acknowledging the achievements of pupils with EAL within the school and wider community.

Through these approaches, we aim to strengthen belonging, build confidence and ensure that families feel valued as active partners in their child's education.

Research and Development

Finally, our school commits to the training and development of all our staff in supporting the needs of EAL learners. In doing so, we will use the materials shared by the Bell Foundation and continue to participate in Trust and LA training modules.

As part of the opening of the school, all staff to participate in training from the Trust EAL specialist who draws from the Nottinghamshire County Council EAL network. The staff will also be directed to;

[EAL Research - The Bell Foundation \(bell-foundation.org.uk\)](https://bell-foundation.org.uk)

[English as an additional language \(EAL\) | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

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